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ABSTRACT

A framework for the revision of Oregon's curriculum goals is presented in this set of briefing papers. The papers offer information to help administrators and other educators understand curricular and instructional trends in each of the state's eight required subject areas: mathematics, science, English language arts, social studies, art, music, health, and physical education. Each paper offers a definition and purpose of the subject area, describes current trends, compares traditional and desired practices, and describes a vision of the discipline in the year 2000. The curriculum framework supports the development of outcome-based education programs grounded in research and theory and the aims of the Oregon Educational Reform Act for the 21st Century. Recommendations are made to connect traditional and innovative practices, develop effective implementation strategies, and balance support for education with the pressure for change. References accompany the papers. (LMI)

Toward A National Standard for Oregon's Common Curriculum Goals

A Series of Briefing Papers for Decision Makers

June 1992

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A policy paper issued by the State Board of Education
as one of a series of policy statements relating to the
Oregon School Reform effort.

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Dear Colleagues:

This set of briefing papers was presented to the State Board of Education to establish a framework for the revision of the Common Curriculum Goals. The papers provide a focus on current national trends and research in each subject area and juxtapose traditional practices against more desired practices in classroom instruction. A short bibliography also identifies key resources in each discipline.

Curriculum change is at the heart of Oregon's school reform effort. ***Toward a National Standard for Oregon's Common Curriculum Goals*** sets direction for curriculum reform in major subject areas. The practices it recommends will help us to prepare every student for a life of quality and contribution in 21st Century America.

I encourage you to use this document as a resource for local curriculum work, just as we at the state level are using it to help guide revisions of the Common Curriculum Goals.

Cordially,

Norma Paulus
(503) 378-3573

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Toward a National Standard for Oregon's Common Curriculum Goals

Introduction

The Oregon Educational Reform Act for the 21st Century seeks to make Oregon's citizens equal to any in the world in their knowledge, skills and talents as the result of superior educational opportunities. A major challenge for education decision makers is the development of programs that not only support the acquisition of knowledge and skills but also assist students in applying their learning for the day-to-day benefit of themselves and the larger community.

This series of papers is designed to assist curriculum revision committees, local schools and others in understanding curriculum and instructional trends in each of Oregon's eight required *discipline* (subject) areas: math, science, English language arts, social studies, art, music, health and physical education [OAR 581-22-420 and -425]. Each paper provides, by discipline area, a definition and purpose, current trends, comparisons of traditional and desired practices and a vision of the subject in the year 2000.

These papers are collectively titled: "Toward a National Standard for Oregon's Common Curriculum Goals" because they represent the first step toward ensuring that Oregon's *curriculum framework* can support the development of *outcome-based* education programs grounded in current research and theory. Current research tells us that the discovery of key concepts is often the sought-after outcome of a modern process-based curriculum. A student's understanding of key concepts and the processes that reveal them are much more valuable outcomes than traditional "right or wrong answers." Process and concepts themselves are major components of modern curriculum content.

The National Council on Education Testing and Standards considers *content standards* (curriculum frameworks) *the basis for the development of subsequent standards for student, school and system performance.* These collective briefing papers are meant to provide a foundation on which the Department of Education can build new curriculum frameworks for the 21st century.

It is legitimate to ask why, in an era of reform, we begin by defining outcomes within traditional discipline areas. Three major reasons exist. First, outcomes derived from familiar discipline areas provide the best opportunity for comparisons with those of other states and nations as we work to meet the educational standards called for in the legislation. Second, outcomes derived from familiar disciplines provide a bridge to more general outcomes such as improved thinking and problem-solving skills, effective communication, more individual responsibility and greater ability to work within a variety of interpersonal/group settings. Finally, discipline area content standards link current practices to future ones. Writers such as Spady and Marshall (1991) encourage us to move toward such outcome-based education.

The development of these new content standards should, therefore, not be perceived as an endorsement of traditional forms of instruction or assessment. In fact, the changes called for here will require teachers to be increasingly resourceful in their efforts to reach the outcomes through a variety of innovative instructional approaches including thematic integration, mixed age groupings, and other cross-disciplinary strategies. To support these changes, all efforts of local and state-level educational leaders must focus on providing teachers with opportunities for significant professional growth and development.

At least three major issues require planning and action by Department staff to bring this curriculum reform to the classroom of every student.

1. Connecting known and accepted practices to new and unfamiliar practices:

Banaszak, et al., use the analogy of a bridge moving from current to new practices and remind us that we must continue to use the old bridge as we build the new one. They say, "The metaphor of a new bridge...is helpful for a variety of reasons. It suggests that building is not enough; one must also be aware of the current traffic patterns and present conditions. A basic plan for a bridge or a design [for curriculum programs] must address the construction of a timeline; the identification and quantity of resources needed; differences between the ideal, perceived and implemented idea of what could be; and strategies for mid-term corrections in the plan." This notion of continuing to use the old bridge as we plan and build the new one is especially informative for education decision makers. Leaders must be particularly sensitive in moving schools from where they are to where they ought to be.

2. Developing effective implementation strategies:

The real challenge of this reform is not in defining the outcomes we seek, but in achieving those outcomes. If we are to implement educational innovations effectively, we must develop coherent strategies that go beyond simply articulating the needs for and benefits of change. We must clearly show how we plan to make those changes come about. Through these strategies, we will ensure that this reform provides not only motion but progress.

3. Balancing support for effective education and pressure for necessary change:

A good curriculum is both challenging and engaging to students. Successful school reform requires those same two positive attributes for educators. It is necessary to challenge educators, parents, business and community leaders on one hand to recognize the need for educational reform and on the other hand to support these changes by providing substantial human, material, time and fiscal resources. Effectively balancing the mandate for change with our commitment to support that change is a crucial task as we implement the Oregon Educational Reform Act for the 21st Century.

SUMMARY

These papers offer a basis for expanding the curriculum into many practical, but often under-represented areas, — foreign language, early childhood education, technology education, career development, family life education, to name a few.

The desired changes set forth in these initial eight discipline areas support the aims of the Oregon Educational Reform Act for the 21st Century. They are changes we believe will help Oregon's schools lead the nation by the turn of this century. Furthermore, we believe these changes will ultimately produce Oregonians with not only the skills and knowledge to compete effectively in the international socioeconomic arena but they will also have a deep commitment to do the very best in everything they undertake.

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Art

DEFINITION AND PURPOSE

The primary goal of education in a democracy is to make the full spectrum of human ideas and experience accessible to all students; art is a vital, necessary part of such an education. It has always been the coequal of the sciences and humanities in the essential triad of human experience. But education in the arts has too often been relegated to a lesser status in the day-to-day learning experiences of our children. Such relegation ignores the role of the arts in human progress.

Art is a driving, inspirational, transforming force in human experience. In life, art has always served as a history of our past, an introduction to our future and a vision of our highest aspirations. It should serve parallel functions in any comprehensive education.

Contemporary theory calls for a multifaceted approach to art education, emphasizing both expressive (i.e., art production) and receptive (i.e., art heritage, aesthetics and art criticism) components. Often termed discipline-based art education, this approach offers students the opportunity to prepare for a lifetime of meaningful interaction with the visual arts in all their forms.

TRENDS

The listings below help identify the transitions that must take place to put Oregon Art Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Focuses solely on making isolated, material-oriented projects	▲ Provides opportunities for students to create, view, interpret and respond to the designed world from a variety of personal, cultural and historic perspectives
▼ An activity to assist learning in other areas	▲ Not only important for enriching understanding in other subject areas but also a primary content area with a wide variety of unique knowledge and skills of its own
▼ Intended primarily for those with a demonstrated "talent" in art	▲ Important part of general education for all students
▼ Generally limits art instruction to producing art	▲ Teaches art sequentially and regularly as heritage, aesthetics, creative production and criticism

▼ Limits study to traditional arts such as drawing, painting and sculpture

▲ Provides wide spectrum of fine, functional and environmental arts in original and reproduced forms and includes the art of other times and cultures not normally recognized in curricula emphasizing only European heritage

SUMMARY

By any meaningful standard, art has always been an integral part of human history, knowledge and experience. The current trend in Oregon art instruction, based on contemporary approaches to the subject, is to make the full spectrum of expressive and receptive art an essential component of the education of all students.

The vision of Oregon Art Education for the year 2000 is one that enhances students' abilities to create unique solutions to challenging problems, to perceive and understand the designed world, to contribute as producers and educated consumers to the quality of visual objects and environments, and to understand and value the art heritage of their own and other cultures.

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English Language Arts

DEFINITION AND PURPOSE

The English Language Arts curriculum in Oregon is moving from a traditional textbook-and-teacher approach to an integrated student-centered approach. The new English Language Arts curriculum looks to the student's own language as the starting point for instruction and allows for a natural progression of language skills development. It uses all the learner's listening and speaking skills as the entryway to the exciting world of reading and writing but also recognizes that the natural linguistic background each learner brings to the classroom demands individual attention.

Reading and writing are the two interrelated components of literacy. Learning to read is the process of creating meaning from text, using a variety of strategies to decode, interpret and relate meanings to prior experiences. Learning to write is the process of creating text to convey meaning, developing the physical and mental skills for giving graphic form to one's ideas.

The process of becoming literate is more than just learning a set of basic skills. It is learning to think critically and creatively; to reason carefully; to inquire systematically; to analyze, synthesize and evaluate information and arguments; and to communicate effectively in speech and writing to a variety of audiences.

The new English Language Arts builds skills developmentally, meshing instruction with a student's cognitive and linguistic growth. It integrates the various skills of language—reading, writing, listening, speaking and thinking—with the arts of language-expression and literature. From early on, children's literature and contemporary young adult literature is emphasized, and reading it helps young people understand themselves in relation to others and the world in which they live. Reading selected "classics" helps children and adolescents build a common experience with educated people and transmits a shared American culture that historically has been multiethnic, multilingual and multicultural. Both children's and contemporary young adult literature and the classics have a place in a rich and many-faceted English Language Arts curriculum.

TRENDS

The listings below help identify the transitions that must take place to put Oregon English Language Arts Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Teacher and textbook seen as starting point for instruction	▲ Learner's life and language seen as starting point for instruction

▼ Hierarchy of skills prescribed from simple to complex	▲ Natural progression of skills within the context of a meaningful whole
▼ Speaking and listening not emphasized as part of print-centered literacy	▲ Listening, speaking and viewing taught as integral parts of reading and writing in multimedia context
▼ Reading seen as prerequisite of writing and unrelated in the curriculum	▲ Reading supports development in writing, as writing does in reading
▼ Beginning writing, a grammatical exercise in which sentences are mastered before paragraphs	▲ Beginning writing, an holistic learning process concerned mainly with expression of ideas
▼ Writing centered in assigned "theme" and graded on spelling, punctuation and mechanics	▲ Writing grows out of desire to say something about real situations to real audiences
▼ Classics taught with emphasis on broad coverage of canon of western literature	▲ Culturally diverse literature rooted in universals of human condition
▼ Learning indicated by correct responses	▲ Learning indicated by risking error, arriving at approximations and recognizing how to correct one's thinking processes
▼ Learning evaluated by teacher who creates tests and uses grade level tests in conjunction with standardized tests to arrive at a mark or grade	▲ Learner's progress evaluated by teacher, self and others who observe and assess performance and confer together to discuss progress and set new goals
▼ Learning in language arts considered mainly as skills development for the sake of skills development	▲ Learning in language arts considered an holistic enterprise to communicate effectively in a literate society

SUMMARY

The movement from a skills-based to a meaning-based approach to learning, from a textbook-and-teacher-centered to a learner-centered approach to English Language Arts, opens out naturally into an expanding environment in which the learner can relate his or her new skills to the world outside the classroom. The new English Language Arts must provide the skills and attitudes that stimulate the inquiry, questioning and problem-solving that will make that possible. It must encourage a global viewpoint that perceives the challenges of a highly technological and multicultural world.

What is the vision of English Language Arts for Oregon in the year 2000? It is one in which the learner is deeply engaged and committed to the process of literacy as the primary means for moving securely into an ever-expanding and exciting world of opportunities. It is one in which the learner is able to read, write, speak and listen critically; to solve problems by exercising his or her own judgment; to enjoy and interpret literature from many times and cultures; and to develop those new skills and attitudes that encourage life-long learning.

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Health

Definition and Purpose

Comprehensive School Health Education, one component of a complete school health program, includes a planned instructional program and other health-related activities for students, parents and school staff. The leading causes of morbidity and mortality today are lifestyle choices, and the rising cost of health care is tied directly to those poor choices. A Comprehensive School Health Education program is specifically designed to influence positive attitudes regarding health knowledge and behaviors.

Many health-related issues put our students at risk of failure in our education system. They include a very urgent need to address lifestyle choices: nutritional deficiencies and lack of physical fitness that thwart learning; social conditions that promote homicide and suicide; use of alcohol, tobacco and other deadly drugs; sexual behaviors leading to pregnancy and AIDS and other sexually transmitted diseases. The Comprehensive School Health Education program is designed to deal with all those issues.

Trends

The listings below help identify the transitions that must take place to put Oregon Comprehensive School Health Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Based on body systems and disease	▲ Intended to motivate prevention and promote wellness
▼ Textbook driven	▲ Planned, sequential, activity-based preschool through grade-12 curriculum focused on student needs, skills and currently emerging health concepts and societal issues
▼ Knowledge-based evaluation	▲ Outcome-based evaluations derived from student knowledge, attitudes and behaviors in the following lifestyle categories: sexuality; tobacco, alcohol and other drug use; dietary and exercise patterns; and intentional and unintentional injuries
▼ Sometimes seen as a rainy day physical education activity at elementary level; "free up a gym" at secondary	▲ A well-planned, coordinated comprehensive program of activities

▼ Classroom-centered with little community involvement	▲ Community coordinated to include students, teachers, administrators, parents and others
▼ Isolated/fragmented from other subject area classes	▲ Integrates physical, mental, emotional and social dimensions of health education within other school and community programs and activities

SUMMARY

The Comprehensive School Health Education program is designed to produce healthy students who will learn better. It envisions an Oregon school system for the year 2000 from which students leave the formal education process practicing healthy behaviors and capable of effectively managing their health as adults.

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Mathematics

Definition and Purpose

Literacy in mathematics for all students is the primary goal of the mathematics curriculum in Oregon. Mathematical literacy involves 1) valuing mathematics, 2) becoming confident in the ability to do mathematics, 3) becoming a mathematical problem solver, 4) learning to communicate mathematically, and 5) learning to reason mathematically.

The multifaceted goal of mathmatical literacy implies that students should be exposed to numerous and varied interrelated experiences which encourage them to value the mathematical enterprise. They should be encouraged to explore, guess, make and correct errors so that they gain confidence in their ability to solve complex problems. They should read, write and discuss mathematics. They should conjecture, test and build arguments about a conjecture's validity. And they should carry such conjecture over into areas outside the mathematics classroom. That, of course, involves experiencing and applying mathematics in other curriculum areas—geography, government and music for example—areas that can help emphasize the value of mathematics in human affairs. Such integrated activities will help students develop a mathematical frame of mind that instills self-confidence and assists them in connecting mathematics to other experiences.

Trends

The listings below help identify the transitions that must take place to put Oregon Mathematics Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Cover the content: one textbook prepares the way for the next textbook	▲ Value mathematics: varied experiences relate to cultural, historical and scientific changes in mathematics
▼ Teacher as instructor who dispenses information for students to recall	▲ Learner and teacher interact as partners:cooperative and independent exploring leads to confidence in making sense of problem situations and recognizing that math is a natural human activity
▼ Learning most math skills for the sake of learning: "Today's lesson is...." "The answer is...."	▲ Learning skills for the excitement of solving problems: problems may take hours, days or weeks to solve or may be open-ended with no "right" answer
▼ Students work alone quietly	▲ Students work cooperatively: employ various communication skills

▼ Students rewarded only for the correct answer	▲ Students valued for reasoning mathematically: discerning relationships, gathering evidence, examining alternatives, and building arguments using a range of mathematical methods
▼ Students are assessed using only multiple choice tests of discrete items	▲ Student progress is evaluated by ongoing performance assessments using a wide variety of non-routine problems
▼ Students are tracked according to arithmatic achievement	▲ All students learn the full range of mathematical literacy

SUMMARY

The desired practices will provide evidence that "knowing" mathematics is "doing" mathematics. A person gathers, discovers or creates knowledge in the course of some purposeful activity. This active process is different from just mastering concepts and procedures. Because mathematics is a foundation discipline for other disciplines and grows in direct proportion to its utility, the curriculum must provide all students the opportunity to develop an understanding of mathematical models, structures and simulations applicable to many disciplines. These desired practices are consistent with the *Curriculum and Evaluation Standards* of the National Council of Teachers of Mathematics, which are currently considered to be equivalent to or stronger than the standards of other nations.

The vision for the year 2000 for mathematics in Oregon is to ensure every student values mathematics as a major building block for productive thinking, problem-solving and communication.

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Music

DEFINITION AND PURPOSE

Music is considered the universal language, a field of study in which everyone can participate as a performer, creator or informed listener. Whether learning to perform or to listen, the music student develops a sense of discipline, self-confidence and teamwork. Music teaches discrimination of artistic qualities and an aesthetic sensitivity to other cultures through study, understanding and enjoyment of their musical heritage.

Children learn the musical skills, concepts and appreciation of rhythm, melody, harmony, form and timbre through singing, moving, listening, creating and playing instruments. As they refine techniques for using their voices and instruments, they gain creativity and physical coordination and dexterity. While some students may become truly proficient as individual and/or group performers, all students can become richer human beings through their informed appreciation of music.

TRENDS

The listings below help identify the transitions that must take place to put Oregon Music Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Music performances showcased two or three times a year	▲ Students frequently demonstrate musical skills and enjoyment through a variety of activities and performances
▼ Limited selections of popular music emphasized	▲ Many styles, periods and culturally diverse examples of music create a balanced curriculum
▼ Performance skills and music theory are emphasized	▲ Music theory, skills, concepts and appreciation are balanced
▼ Emphasis on memorizing songs and learning many verses	▲ Emphasis on learning proper use of voice and singing
▼ Main focus on playing traditional instruments	▲ Include electronic music and instruments such as keyboards, synthesizers, computers and music stations

SUMMARY

The vision for music education in Oregon in the year 2000 is to have students who enjoy music as listeners and performers, who understand the influence of music in diverse cultures, and who apply musical skills and concepts to vocal and instrumental experiences.

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Lehman, Paul R. *Music in Today's Schools: Rationale and Commentary.* Reston, VA: Music Educators National Conference, 1987.

Physical Education

DEFINITION AND PURPOSE

Physical education is an integral part of a balanced school curriculum. A high quality physical education program provides the developmentally appropriate skills necessary for performing a variety of physical activities which lead to physical fitness. Through regular, frequent participation in well-planned physical activity and instruction which includes knowledge about the benefits of physical activity, the student comes to value physical activities as an important part of a healthy lifestyle.

Physical education is one component of a comprehensive school health program. In cooperation with health education, guidance and counseling services, food services, nursing services and others, the physical education program focuses on the self-esteem, health and well-being of the student as a complete person.

Learning occurs in the cognitive, affective and psychomotor domains using a variety of individual, dual, small group, team and whole class activities. Students develop self-esteem, respect for others and interpersonal skills. They are assessed on skill, performance, fitness, safety and positive relationships with self, others and the environment.

TRENDS

The listings below help identify the transitions that must take place to put Oregon Physical Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Training for team athletics	▲ Opportunity for full participation in activities by all students
▼ Narrow focus on team sports	▲ Broad program focus reflects student needs and interests, including sports, dance, gymnastics and exercise
▼ Large classes often lack focus on individual achievement	▲ Classes allow individualized and safe participation by all
▼ Instruction isolated from the rest of school activities	▲ Instruction reflects learning going on in other areas of the curriculum

▼ "Roll out the ball," "Pick teams and play," "Boys against girls," "Boys wrestle and girls jump rope," "Let's see, what haven't they played for a while?" or no physical education opportunity at all	▲ Work toward the inclusion of all students in all activities, adapting some activities to eliminate barriers to participation and learning
▼ Grading reflects a little knowledge and a lot of management issues such as shoes and showers; if a student is busy, happy and good, a passing or better grade results	▲ Evaluation and assessment reflect progress toward achievement of learning goals through evaluation of student outcomes in expressive and efficient moving, physical fitness, personal responsibility and social behavior

SUMMARY

The success of any physical education program hinges on the development of a student's positive attitudes toward movement activities and fitness habits. The program is designed to give all students the chance to understand the benefits of healthy activity, test personal limits, minimize safety risks and set personal standards for a lifetime of participation in physical activity. Students learn responsibility through the short-term objectives of efficient, expressive, cooperative movement. They also learn that by extending these beneficial practices to adulthood they can assure themselves the long-term reward of a physically skilled, active and healthy lifestyle.

An Oregon physical education program for the year 2000 will be one in which all students through regular and frequent participation in a host of worthwhile activities will commit themselves to a lifetime goal of physical fitness.

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Science

DEFINITION AND PURPOSE

Science education nationally is shifting to a "concept/process-based" approach to learning. As a result, science education in Oregon is undergoing fundamental reform in the areas of instructional methodology and curriculum development. The focus is on the learner's developmental readiness to interact meaningfully with an everchanging body of knowledge. For instructional purposes, this reform involves the learner re-experiencing previously examined information for new insights.

Science instruction designed to accommodate a theory of developmental readiness must necessarily employ vastly different methodologies from those designed to teach a given body of information. It is designed to provide opportunities for the learner to construct knowledge from self-initiated activities. It involves "hands-on" learning activities and assists the learner in making connections to past experiences and to situations beyond the classroom.

TRENDS

The listings below help identify the transitions that must take place to put Oregon Science Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ Teacher centered: features organization and presentation of information from teacher or text or uses objects to demonstrate information	▲ Student centered: features problem posing as initial beginning of activities to discover scientific principles through experiential learning
▼ Students do rote experiments with predictable results	▲ Students use experimentation as application of concepts and processes learned with varied outcomes
▼ Emphasizes testing of the learning through correct reception and recall	▲ Emphasizes student performances of authentic scientific problem-solving tasks
▼ Limited instructional methods about how best to present knowledge to learner	▲ Constantly encourages the learner to push toward independent work and discovery

▼ Specifies that knowledge is measurable through traditional assessment strategies	▲ Focuses on observable activity through behaviors, performances and uses of knowledge
▼ Based on static body of information which is divided into discrete topics (Biology, Earth Science, Chemistry, etc.)	▲ Based on recognition of an expanding knowledge base requiring revision and new organization with emphasis on concepts and processes
▼ Science as series of isolated activities (i.e., growing tomatoes each spring)	▲ Science education defined to include the natural and social sciences, mathematics, technology and their relationships
▼ Increasingly isolated participation in science to progressively narrowing number of students	▲ Seeks to expand opportunities, particularly to the traditionally under-represented, to learn and achieve in the sciences

SUMMARY

Traditionally science education has often developed programs independent of research about how students learn. Contemporary science education seeks to reverse the relationship between research and program development so research about learners always precedes program development. Such programs will address concepts as organized systems of thought and not just the simple accumulation of facts.

The vision for science education for the year 2000 is for all students to understand, appreciate and apply major science concepts and processes to the world outside of school.

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Social Studies

DEFINITION AND PURPOSE

The primary goal of social studies education is the cultivation of citizenship, which is based on the assumption that an understanding of human relationships is critical to that end — specifically the relationships of human beings to themselves, to others and to the world in which they live. To achieve that understanding, social studies draws primarily from the fields of history, geography, anthropology, political science, sociology and economics. It also relies on the humanities, the natural and physical sciences and technology as a means of giving students a better understanding of the human condition, human interactions and human cultures.

TRENDS

The listings below help identify the transitions that must take place to put Oregon Social Studies Education at the national forefront by the year 2000.

Traditional Practices	Desired Practices
▼ No organizing discipline	▲ Focus on history and geography as organizing disciplines
▼ "Expanding environments" (home, neighborhood, city...) scope and sequence for Grades K-6	▲ More history and cultural awareness on a global scale in elementary school; more content at primary grades
▼ Focus in history on European perspective	▲ Focus in history on multiple perspectives
▼ Focus on factual knowledge—names, dates, events	▲ Focus on understanding of concepts and significance of names, dates and events
▼ U.S. centered view of world events	▲ Multiple perspectives on world events
▼ Book-based knowledge for knowledge's sake	▲ Simulations and applications of knowledge in real-world situations
▼ Isolated instruction of the social studies disciplines; few connections	▲ Integration of disciplines that compose the social studies, and integration of the social studies with other disciplines (e.g., science, language arts)

▼ Instruction mainly limited to textbook and film

▲ Wider variety of written materials, including original sources, literature and expository writing; audiovisual materials including film, television and interactive media; material culture (e.g., artifacts, photographs, census records, historical maps); and computer programs for writing and analyzing political, economic and social data

SUMMARY

The movement in social studies education is toward an integrated program consisting of all the traditional social studies disciplines but organized around history and geography from multicultual and global perspectives, employing more applied learning, and beginning with more content at the primary level.

The vision of Social Studies Education for the year 2000 is a curriculum which produces citizens who can analyze current issues from multiple perspectives; describe the increasing diversity of the North American and world scenes; have a keen sense of the map of the world's nations; address the roles of climate, resources and location to changing economic conditions and their implications for economic development and the environment; compare and contrast the political systems of various nations, recognizing their diversity in relation to our own democratic system; argue political, ethical, social and economic issues of public policy from a rational point of view; and hold a deep commitment to participate actively at all levels of government.

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